



Truro and Penwith
Academy Trust

PENSANS COMMUNITY PRIMARY SCHOOL



Dyskans Rag Bewnans - Learning for Life

Primary Disadvantage Strategy

Academic Year 2025-2028

Truro & Penwith Academy Trust

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	PENSANS COMMUNITY PRIMARY
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 -2028
Date this statement was published	1 st December 2025
Date on which it will be reviewed	1 st November 2026
Statement authorised by	Niki Ambrose/ Chris Gould
Pupil premium lead	Jo Atkinson
Governor / Trustee lead	Benyna Richards

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£104,782	£104,775	£96,623
Recovery premium funding allocation this academic year	-	-	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,782	£104,775	£96,623

TPAT approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At our school, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil

Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.*
- Act early to provide support once a need has been identified.*
- Close the attainment gap between pupil premium and their peers.*
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.*
- Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge
1	<u>Attainment</u> Data: 2024-2025 KS2 Data: Combined Expected Standard 50% - Pupil Premium 4/9 - 44% KS2 Data: combined meeting Greater Depth Standard 0% – Pupil Premium 0/9 - 0% Phonics data: 69% = Pupil Premium 4/9 – 44% Context: 16 pupils in 24/25 cohort.

	16 mainstream pupils (inc 1 Nurture, 2 pending EHCP) PP 56% SEND 56% <i>Our phonics data for children who are in receipt of Pupil Premium funding had shown improvement in the previous year but is essentially cohort driven with such small cohorts of pupils. The 2025 data showed that 5 out of the 9 PP children did not pass. Two pupils with significant Speech & Language difficulties were disapplied, 2 with significant cognition & learning difficulties and one pupil SEMH in Nurture Provision. The cohort context is reflected in the data.</i>
2	<u>Attendance and Punctuality</u> <u>2024-2025</u> Data: Attendance for all 2024/2025: 93.75% Attendance for children who in receipt of Pupil Premium funding: 92.4% Attendance for children who are not in receipt of Pupil Premium funding 95% % of children who are in receipt of Pupil Premium funding who are persistently absent: 19.57% % of children who are in receipt of Pupil Premium funding who need support with punctuality: 1.73% <i>Although the attendance for all children is mostly in line with National, the attendance for children who are receipt of Pupil Premium funding is just below. There are individual challenges for these families, but the school needs to continue to raise expectations and maintain the high level of support in place. The robust Attendance Strategy has significantly raised the level of attendance at Pensans School primarily due to the significant role of the Pastoral Lead as the main driver in the attendance team working consistently with parents to support and instil the importance of regular attendance at school. The school has been recognised by the DfE as a higher performer within our group. Our attendance outcomes are amongst the strongest compared to our group of similar schools in overall attendance or persistent absence.</i>
3	<u>Parental engagement and support</u> Data: 2024 - 2025 76% of parents of children who are in receipt of Pupil Premium funding attend progress meetings in the Autumn and Spring terms. <i>There was an improving picture in terms of face-to-face attendance with 55% of all parents attending meetings in the Autumn term. All parents not attending in person had arranged phone calls or follow up face to face meetings on an alternative date.</i> <i>64% parents attended face to face meetings in the Spring term. All parents not attending in person had arranged phone calls or follow up face to face meetings on an alternative date.</i>

	80% of parents of children who are in receipt of Pupil Premium funding attended the termly 'Crafternoon' 70% of parents of children who are in receipt of Pupil Premium funding attended the weekly EYFS Book & Bagel mornings 50% of parents attending the SPACE workshop were from Pensans School. 100% of parents of children were in receipt of Pupil Premium funding <i>More parents attended the low stakes activities e.g. crafternoons</i> <i>Future focus will be to target and support families who would benefit most in terms of more academically based workshops including SEND</i>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 60% in RWM PP 12/25 Due to small cohorts and high SEND this may vary in subsequent 2 years due to growing number of pupils in ARB that will provide a challenge for our data due to high SEND <i>Monitored by LMC, SLT, Data leader in half termly progress meetings</i>
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	Attendance for both non-PP children and PP children will be 96% and above The number of children who are Pupil Premium who are persistently absent is less than 8% There will be less than 1 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. <i>Monitored by Attendance Officer and SLT in fortnightly meetings</i>
Challenge 3 Support from home Parents of children who are PP are	An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% 100% of parent of children who are in receipt of Pupil Premium Funding will attend progress meetings

involved in the school community and attend events	School staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable the setting to be easier to reach <i>Monitored by SLT / PP lead</i>
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Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project/Model, based on WALKTHRU focuses on a specific area of teaching each half term. STEPLAB TPAT pedagogy project <u>Evidence:</u> - Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf - EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,
Primary Assessment Strategy	Termly NFER Reading assessments and maths.co.uk are used, analysed and inform future learning. Use of INSIGHT Trust aligned pupil progress meetings to review pupil premium progress and provide intervention. Accurate assessment which identifies areas of strengths and areas where pupils need additional support Assessment is robust and provides quantitative measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others Assessments allow progress to be tracked over time	1

	Assessments are used to measure the impact of interventions <u>Evidence:</u> -EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	
"Disadvantaged reading project"	The TPAT Disadvantage Reading Project, initiated in September 2023 is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach. <u>Evidence:</u> Reach Schools: https://reachschools.uk/	1
Digital pedagogy for the Advantage Project	IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental Involvement (strengthens home-school connection). <u>Evidence:</u> EEF: Harnessing the potential of EdTech: https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review EEF: Using Technology to improve learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1
Access to NPQs and ECT support programme & professional development programme for support staff	Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. epi.org.uk. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. epi.org.uk. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. researchschool.org.uk <u>Evidence:</u> About us – The National Institute of Teaching Educational Policy Institute - The effects of high quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ EEF: SEN In Mainstream Schools Special Educational Needs in Mainstream Schools EEF	1, 2

Mastering number/Maths Hub training programmes	Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that closes the gap. <u>Evidence:</u> Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]	1, 2
ShREC to support EYFS	ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect <u>Evidence:</u> https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 2
Agenda in PPA time / Staff training / SLT	Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations. <u>Evidence</u> DFE https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf EEF: https://educationendowmentfoundation.org.uk/using-pupil-premium Hampshire services: https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf	1,2, 3
Pastoral Lead	Due to significantly high PP this designated role supports both Attendance and Safeguarding. Again there are a significant number of PP pupils who have social care involvement from FSW to CP These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.	1, 2
Attendance rewards	<u>Evidence</u> Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf EEF Attendance and reading	

	https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	
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Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, Thrive, forest school	These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance. <u>Evidence:</u> Trauma Informed Schools UK https://www.thriveapproach.com/ Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430 EEF Outdoor Learning Experiences https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring SEMH Interventions including Emotional Literacy Support Assistant (ELSA) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3
Targeted deployment of teaching assistants	Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management <u>Evidence:</u> -EEF: Deployment of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants DfE: Deployment of Teaching assistants https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf	1

Deployment of iPads to support home learning	There is growing evidence to support using iPads to support homelearning. There is academic gains, higher levels of engagement, equity and pedagogical support. <u>Evidence:</u> Teaching and Learning Toolkit EEF Apple Education support https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf	1
Use of key apps & online programme—iMovie/keynote/TTRS	There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform <u>Evidence:</u> TTRS https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/	1, 2,
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. <u>Evidence</u> EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reach out and read https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ Nuffield Early Intervention (NELI) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/	1
Targeted English and Maths interventions e.g. RWI , Mastering number,	Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths. <u>Evidence:</u> Literacy Trust https://literacytrust.org.uk/programmes/interventions/ Parliament https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html Third Space Learning https://thirdspacelearning.com/blog/primary-school-interventions/ Small Group Phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Revision support programme (KS2)	School based revision support programme, responsive to individual targets and QLA <u>Evidence</u>	1

	EEF: Building Study habits https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines EEF: 7 steps programme https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	
Attendance support	Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. TPAT Attendance Policy and the Tiered approach supports individual families with attendance <u>Evidence</u> DFE https://www.gov.uk/government/publications/link-between-attendance-and-attainment Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1, 2
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) <u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Cambridge University Press https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	1

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. <u>Evidence:</u>	1,2, 3

	- EFF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	One of the key lessons learned in the Closing the Attainment Gap document produced by the EFF is that essential life skills (character) are important in determining life chances. <u>Evidence:</u> - EFF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment	1, 2
TPAT attendance strategy	The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team. <u>Evidence:</u> Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2,
Funding children for breakfast club	Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met. <u>Evidence:</u> Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	1, 3
Tracking of Personal development	Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions <u>Evidence:</u> NGA: Widening the Lens toolkit https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf NFER tracking: supporting disadvantaged pupils https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	1, 2, 3
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) <u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Cambridge University Press https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-	1, 2

	change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	
Parental Engagement	There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth. <u>Evidence:</u> EEF: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement NFER: Narrowing the Gap https://www.nfer.ac.uk/media/pwajjq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement EE	1, 3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

Intended outcome	Success criteria	25-26	26-27	27-28
<u>Challenge 1</u> Pupils will make at least expected progress in reading and phonics, writing and maths.	The gap will close between our disadvantaged and non-disadvantaged children. All EYFS children will be able to blend when they leave Foundation. High phonics pass rate will demonstrate our commitment to high quality phonics provision. Our children will be able to talk about their love of reading. Children will show confidence and resilience in mathematics and writing.			
<u>Challenge 2</u> Our pupils will have access to adults who are trained to support development of their individual social and emotional needs	TIS emotional support will be provided for identified children. Our PSHE programme will be used effectively to support children socially. The provision of bespoke therapies e.g play therapy, art therapy, forest school etc are in place for children with SEMH need			

Challenge 3 Speech and language intervention will have an impact on our children's ability to communicate and express themselves	An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% 100% of parent of children who are in receipt of Pupil Premium Funding will attend progress meetings Schol staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable the setting to be easier to reach <i>Monitored by SLT / PP lead</i>			
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Challenge 1: Pupils will make at least expected progress in reading and phonics, writing and maths.

RAG: Amber

During Year 1 of the strategy, there is evidence that targeted support is beginning to improve outcomes for disadvantaged pupils, particularly in phonics. The proportion of disadvantaged pupils meeting the expected standard in phonics increased from 55% in 2025 to 60% in 2026, reducing the gap between disadvantaged and non-disadvantaged pupils from 12 percentage points to 7 percentage points. The school's focus on high-quality phonics teaching, targeted interventions and reading support is demonstrating positive impact.

However, attainment gaps remain evident at the end of Key Stage 2. In 2026, 36% of disadvantaged pupils achieved the expected standard in reading, writing, mathematics and the combined measure, compared with 75-92% of non-disadvantaged pupils depending on the subject. Cohort data must be viewed in the context of exceptionally high levels of SEND and increasing complexity of need, including pupils within the ARB provision. Despite these challenges, pupils are making progress from low starting points and interventions remain appropriately targeted. As the attainment gap has not yet closed, but there is evidence of improving outcomes and effective provision, this objective is judged as Amber.

Challenge 2: Our pupils will have access to adults who are trained to support development of their individual social and emotional needs.

RAG: Green

This objective has been successfully achieved in Year 1. Staff have continued to deliver Trauma Informed Schools approaches, nurture provision, PSHE, Forest School opportunities and targeted SEMH interventions. The school has maintained strong

pastoral capacity through the dedicated pastoral lead role, ensuring that pupils' social and emotional needs are identified and supported promptly.

Bespoke support has been available for pupils with identified SEMH needs, including therapeutic approaches and targeted interventions. Staff training has supported consistent practice across the school and has enabled children to access adults with the knowledge and skills required to support emotional regulation and wellbeing. The provision described within the strategy is fully in place and being implemented consistently.

Challenge 3: Speech and language intervention will have an impact on our children's ability to communicate and express themselves.

RAG: Amber

The school has continued to strengthen its inclusive practice and systems for supporting pupils with SEND and other vulnerabilities. Robust identification, targeted interventions and graduated support are in place, and leaders have a clear understanding of pupil needs. However, attainment outcomes across the school remain below national figures, and attendance remains a barrier for some pupils, with overall attendance at 94% and persistent absence at 15.1%. These factors continue to impact the progress and achievement of vulnerable groups. Whilst leadership systems and provision are developing effectively, further evidence of sustained improvements in attendance and academic outcomes is required before this area can be judged as secure.

Summary Statement

Overall, the first year of the strategy demonstrates strong implementation of planned provision. Significant progress has been made in establishing high-quality SEMH and communication support, with both areas judged Green. Academic outcomes remain more variable due to the high proportion of disadvantaged pupils with SEND and complex needs. Whilst attainment remains below national figures across a number of key measures, there are indicators of improvement, including evidence of progress from individual starting points and strengthening provision across the school. Challenge 1 is therefore judged Amber, reflecting effective implementation and emerging impact, whilst recognising that attainment gaps and attendance remain barriers to securing consistently strong outcomes for all pupils.

Good Level of Development

	2025	2026	2027	2028
All children	54% (64% without ARB)	23% (43% without ARB)		
PP	50%	14%		
Non PP	67%	33%		

Phonics

	2025	2026	2027	2028
All children	69%	62%		
PP	55%	60%		
Non PP	67%	67%		

MTC

	2025			2026			2027			2028		
	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average
All children	57%		19.67	38%								
PP	40%			46%								
Non PP	100%			31%								

KS2 reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	58%		64% *(73%)	16% *(18%)				
PP	56%		36% *(45%)	7% *(9%)				
Non PP	67%		92% *(100%)	25% *(27%)				

KS2 Writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	67%	17%	58% *(68%)	8% *(9%)				
PP	56%	11%	36% *(45%)	0%				
Non PP	100%	33%	83% *(91%)	17% *(18%)				

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	67%		54% *(64%)	8% *(9%)				
PP	56%		36% *(45%)	0%				
Non PP	100%		75% *(82%)	17% *(18%)				

KS2 COMBINED

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	50%		54% *(64%)	4% *(18%)				
PP	44%		36% *(45%)	0%				
Non PP	67%		75% *(82%)	4% *(18%)				
*result pending DfE correction for removal of EAL data								

Externally provided programmes - n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Read Write Inc.	Read Write Inc
TT Rockstars	Maths Circle
White Rose	White Rose
Talk Boost	Talk Boost

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service Pupil Premium was used to provide additional pastoral, emotional and inclusion support for eligible pupils, including access to specialist provision, nurture-based interventions, support for social and emotional wellbeing, enhanced transition arrangements, and opportunities to strengthen belonging and engagement within school. Funding also contributed towards resources and staffing that enabled pupils to access individualised support where required, helping to address the potential impact of parental deployment, separation from family members, mobility, and other service-related factors.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium eligible pupils were successfully supported to access school life, engage in learning and develop positive relationships with peers and trusted adults. Pupils benefited from consistent pastoral support and access to specialist provision where appropriate, helping to promote emotional wellbeing, confidence and readiness to learn. Attendance, engagement and participation in school activities were closely monitored, and pupils remained well supported through periods of transition or change. Individual needs were effectively met through personalised provision, contributing to positive inclusion and wellbeing outcomes.